Massachusetts Comprehensive Assessment System

2009 MCAS Alternate Assessment (MCAS-Alt):

State Summary of Participation and Performance

Massachusetts Department of Elementary and Secondary Education
March 2010

This document was prepared by the
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Commissioner's Foreword

Dear Interested Parties:

I am pleased to present a statewide summary of the participation rates and performance results for students with significant disabilities who submitted portfolios for the 2009 MCAS Alternate Assessment (MCAS-Alt). The MCAS-Alt evaluates and reports on the annual performance of these students in meeting state standards and provides parents and teachers with vital information to assist in monitoring their children's progress. Nearly 8,740 students participated in the 2009 MCAS-Alt.

Students with significant disabilities are required by law to participate in statewide academic assessments and to be counted in the overall performance results reported for all students. The state is also required to report aggregate results publicly, and to hold schools, districts, and the state accountable for the performance of these and other students. Additionally, the federal No Child Left Behind law requires that these students be included in the determination of whether all students participated in MCAS assessments, and whether each school and district in Massachusetts is making adequate yearly progress (AYP) in improving the academic performance of their students.

Based on the large percentage of students earning a score of *Progressing* on their portfolios (about 82 percent), the overall MCAS-Alt results indicate that students with significant disabilities are achieving their academic goals with a high degree of accuracy and independence, and it appears they are being provided with challenging educational opportunities to address the Massachusetts curriculum frameworks.

Sincerely,

Mitchell D. Chester, Ed.D.
Commissioner of Elementary and Secondary Education

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Executive Summary

The following information briefly summarizes the participation of students with disabilities in the 2009 MCAS-Alt administration and provides an overview of the results.

- The number of students in grades 3–10 participating in alternate assessments increased by 539 from 8,199 in 2008 to 8,738 in 2009, or a gain of 6.6 percent. This number represents 1.6 percent of the total tested population (9.0 percent of all students with disabilities in the grades tested by MCAS). This increase may reflect a growing awareness of the alternate assessment as an appropriate assessment format for students with a range of significant disabilities.

- Overall, about four-fifths (82 percent) of students with significant cognitive disabilities performed at the *Progressing* performance level, an increase of 0.3 percentage points when compared with the percent of *Progressing* scores in 2008 (81.7). *Progressing* indicates that a student demonstrates a *partial understanding of a limited number* of learning standards in the Massachusetts curriculum framework in the content area *below grade-level expectations*; is steadily learning new skills, concepts, and content; and demonstrates academic performance that is fundamentally accurate requiring minimal prompting and assistance to learn the skills documented in their alternate assessment portfolio.

- 8.4 percent of students attained a score of *Emerging*, the next highest performance level, an increase of 1.2 percentage points when compared with students who scored *Emerging* in 2008 (7.2 percent). *Emerging* indicates that a student demonstrates a *simple understanding of a limited number* of learning standards in the Massachusetts curriculum framework in the content area *below grade-level expectations*; and demonstrates academic performance that is limited and inconsistent, requiring frequent prompting and assistance to learn the skills documented in their alternate assessment portfolio.

- 1.2 percent of students attained a score of *Awareness*, the lowest performance level, a decrease of 0.1 percentage points when compared with students who scored *Awareness* in 2008 (1.3 percent). *Awareness* indicates that a student demonstrates *very little understanding* of learning standards in the Massachusetts curriculum frameworks in the content area; and demonstrates academic performance that is primarily inaccurate, requiring extensive prompting and assistance to learn the skills documented in their alternate assessment portfolio.

- Across all grades and content areas, the percentage of students whose portfolios were determined to be *Incomplete* decreased to 7.4 percent, a decrease of 2.3 percentage points from 2008 (9.7 percent). The increase in the number of portfolios submitted with all required evidence suggests an increasing awareness of portfolio submission requirements by educators conducting the MCAS-Alt.

- In 2009, eight students met the Competency Determination (CD) requirement in English language arts (ELA), ten students in mathematics, and fourteen students in science and technology/engineering, by achieving a score of *Needs Improvement* or higher on the high school MCAS-Alt. Use of the MCAS-Alt portfolio to meet the state's graduation requirement remains an important component of the assessment system used to qualify graduates for a high school diploma, as evidenced by the approximately 75 "competency portfolios" (i.e., portfolios based on *grade-level achievement standards*) submitted in 2009 by students in grade 10 and beyond. Additional information on portfolios submitted for the Competency Determination is found on page nine of the report.

Introduction

The purpose of this report is to describe the statewide participation rates and performance results from the spring 2009 administration of the MCAS Alternate Assessment (MCAS-Alt) in English language arts, mathematics, and science and technology/engineering.

This report also presents information on the students who participated in MCAS-Alt portfolios, including the nature of their disabilities, their participation rate in MCAS-Alt relative to students taking standard MCAS tests, and the methods used to evaluate student portfolios and report student scores/performance levels.

Reports summarizing student performance on and participation in the 2001-2008 MCAS-Alt are posted on the Department's website at www.doe.mass.edu/mcas/alt/results.html.

MCAS-Alt: Background

The MCAS-Alt has been administered annually since 2001 and is offered in every subject and grade for which a standard MCAS test is given. According to state and federal laws, all students with disabilities are required to participate in statewide assessments, either by taking standard tests, with or without accommodations, or by taking alternate assessments. Decisions on how each student participates in MCAS are made by the student's Individualized Education Program (IEP) or 504 team and must be documented in the student's IEP or 504 plan.

Alternate assessments reflect the academic performance of students with the most significant disabilities who are unable to take MCAS tests even with accommodations, as determined by the student's IEP or 504 team. These students submit a portfolio consisting of work samples and other evidence based on grade-level content that has been modified to reflect challenging and attainable academic goals for each student.

The purposes of the MCAS-Alt are to determine the following:

- the extent to which students are addressing challenging academic skills in their alternate assessment portfolios, based on the general academic curriculum described in the Massachusetts curriculum frameworks
- how well each student has learned the academic skills, concepts, and content they were taught
- whether teaching and learning improved as a result of the MCAS-Alt

Participation Guidelines

A student with a *significant cognitive disability* should be considered for an alternate assessment by his or her IEP or 504 team when he or she:

- receives routine academic instruction based on learning standards in the curriculum frameworks for which the level of complexity of content and skills has been modified well below the expectations of a non-disabled student enrolled in the same grade;
  AND
- receives intensive, individualized instruction across all settings in which a subject is taught, in order for the student to acquire, generalize, and demonstrate knowledge and skills;
  AND
- is generally unable to demonstrate knowledge and skills on a standardized paper-and-pencil test such as MCAS in the subject being assessed, even when accommodations are provided.

In addition, students with other complex and significant (though not necessarily *cognitive*) disabilities may also be considered for an alternate assessment if their disabilities present *unique and significant*

challenges to fully demonstrating their knowledge and skills on a standardized paper-and-pencil test such as MCAS, even if accommodations were used.

Portfolio Contents and Structure
"Evidence" is collected by the student's teacher and related service providers throughout the year in the subject being assessed, and is organized in a portfolio that may include the following types of products and information:

- Work samples, video clips, and/or photographs documenting the student's performance of tasks based on the standards being assessed

- Data charts documenting the student's performance over a period of time during activities based on the learning standards being assessed. Data must be collected on at least eight different dates and must begin at a level of accuracy and/or independence below 80 percent, in order to show that the student was taught new skills, knowledge, and concepts. Accuracy is the number or percent of correct student responses. Independence is the percent of instances the student did not require assistance in attaining the correct answer.

- Supporting documentation, including descriptions provided by the teacher, reflection sheets allowing the student to evaluate his/her own performance, and other evidence that indicates how the student was instructed and/or how he or she demonstrated knowledge and skills in the subject being assessed

Creation of portfolios is guided by information in the *Educator's Manual for MCAS-Alt*, which is updated annually, distributed at Department-sponsored training events, and posted on the Department's website at www.doe.mass.edu/mcas/alt/resources.html.

Scoring MCAS-Alt Portfolios
Once student portfolios are submitted to the Department in the spring, they are reviewed and scored by licensed Massachusetts educators at a summer scoring institute sponsored by the Department. Prospective scorers receive extensive training and must qualify in order to become scorers. Scorers are monitored closely for their accuracy and consistency during the scoring process. The Rubric for Scoring Portfolio Strands is used as the basis for scoring all student portfolios, and is shown in Appendix D of this report. It is important for educators to be aware of current portfolio requirements, since portfolios that lack the minimum required evidence and information are scored *Incomplete*. Detailed information on scoring portfolios is found in the *2009 Guidelines for Scoring Student Portfolios*, which is posted to the Department's website at www.doe.mass.edu/mcas/alt/results.html.

Student Participation in 2009 MCAS-Alt
A total of 8,738 students, or 1.6 percent of the assessed population, participated in the 2009 MCAS-Alt in grades 3–10 as shown in Table 1. A slightly higher relative proportion of students in grades 3–7 took MCAS-Alt compared with students in grades 8 and 10, and slightly more students were assessed in mathematics than in English language arts (ELA). See Appendix B for the MCAS-Alt participation rates in each grade and subject.

Overall, between six and 9.4 percent of students with disabilities in each grade participated in the 2009 MCAS-Alt in ELA, mathematics, and science and technology/engineering, as shown in Appendix C. The comparative rate of participation in each MCAS assessment format (i.e., routinely tested, tested with accommodations, or alternately assessed) is shown in Appendix C.

Table 1
Rate of Participation in MCAS-Alt by Students with Disabilities in Grades 3-10

	Total Students Taking MCAS-Alt	Percentage of All Assessed Students Taking MCAS-Alt	Percentage of Students with Disabilities Taking MCAS-Alt
2004	5,139	1.0%	5.5%
2005	6,131	1.2%	6.4%
2006	7,006	1.3%	7.7%
2007	7,621	1.4%	8.4%
2008	8,199	1.5%	8.4%
2009	8,738	1.6%	9.0%

Table 2 shows the number of students with disabilities who took the 2009 MCAS-Alt in each grade and subject.

Table 2
Participation in 2009 MCAS-Alt by Grade and Subject

Grade	English Language Arts (ELA)	Mathematics	Science and Technology/Engineering
3	1,248	1,212	---
4	1,286	1,300	---
5	1,277	1,297	1,148
6	1,180	1,256	---
7	1,224	1,289	---
8	1,071	1,161	1,031
9	---	---	96
10	836	838	767

Table 3 shows the distribution of primary disabilities among MCAS-Alt participants. Sixty-seven percent of students who took MCAS-Alt had either intellectual or multiple disabilities, or autism, with students in ten other disability categories accounting for the remaining thirty-three percent.

Table 3
Nature of Primary Disability Among MCAS-Alt Participants in Grades 3-10[1]

Primary Disability[3]	Total Number of Students in Each Primary Disability Category	Number of MCAS-Alt Participants in Primary Disability Category (n)	Percentage of Total MCAS-Alt Participants by Primary Disability (n/8,738 x 100)[3]	Percentage in Each Primary Disability Category Who Took MCAS-Alt
Intellectual	7,294	2,927	33.5%	40.1%
Autism	4,893	1,922	22.0%	39.3 %
Multiple Disabilities	2,781	1,005	11.5%	36.1%
Specific Learning Disabilities	46,158	781	8.9 %	1.7 %
Communication	16,429	545	6.2%	3.3%
Neurological	4,958	447	5.1%	9.0%
Developmental Delay	2,411	332	3.8%	13.8%
Emotional	9,636	282	3.2%	2.9%
Health	8,799	214	2.4%	2.4%
Sensory/Hard of Hearing or Deaf	695	100	1.1%	14.4%
Physical	864	86	1.0%	10.0%
Unidentified Disability	Not applicable	58	0.7%	Not applicable
Sensory/Vision Impairment or Blind	335	20	0.2%	6.0%
Sensory/Deaf-Blind	111	19	0.2%	17.1%
Total	105,364	8,738	100.0%	NA

[1] The number of MCAS-Alt participants includes all students who took MCAS-Alt in at least one subject.
[2] As reported by districts to the Department's Student Information Management System (SIMS) in March 2009
[3] Totals may not equal 100 percent due to rounding.

2009 MCAS-Alt Student Results

Rather than reporting the scores of students with significant disabilities as *Warning/Failing* (i.e., the lowest performance level for students taking the standard MCAS tests in that grade), MCAS-Alt results are reported in one of three subcategories of *Warning/Failing* called *Progressing*, *Emerging*, and *Awareness*, as shown in the performance level descriptors in Table 4. The MCAS-Alt performance levels of *Progressing*, *Emerging*, and *Awareness* provide meaningful information to interpret the achievement of students whose performance is below grade-level expectations.

The vast majority of students with significant disabilities demonstrated their attainment of challenging academic goals at high levels of accuracy and independence (i.e., at the *Progressing* level), as shown in the MCAS-Alt results in Appendix A. A summary of student performance on the 2009 MCAS-Alt is shown on the following page.

- The percent of students who scored *Progressing* across all grades in which these subjects were assessed was:
  - 83.5 percent in ELA
  - 83.6 percent in Mathematics
  - 82.8 percent in Science and Technology/Engineering (grades 5 and 8)
  - 70.6 percent in high school Science and Technology/Engineering

- The percent of students who attained the next lowest performance level of *Emerging* across all grades in which these subjects were assessed was:
  - 9.3 percent in ELA
  - 6.4 percent in Mathematics
  - 10.0 percent in Science and Technology/Engineering (grades 5 and 8)
  - 15.3 percent in high school Science and Technology/Engineering

- The percent of students who attained the lowest alternate assessment performance level of *Awareness* across all grades in which these subjects were assessed was:
  - 1.1 percent in ELA
  - 1.2 percent in Mathematics
  - 0.75 percent in Science and Technology/Engineering (grades 5 and 8)
  - 2.75 percent in high school Science and Technology/Engineering

- 7.37 percent of students overall who were assessed by MCAS-Alt scored *Incomplete*, reflecting portfolios that did not include the requisite evidence to generate an overall performance level in the subject being assessed.

Appendix B indicates the number and percentage of students in each grade and subject who took alternate assessments based on either *alternate achievement standards* (i.e., working well **below** grade-level expectations) or *grade-level achievement standards* (i.e., working **at or close to** grade-level expectations).

Performance Levels and Descriptors
The MCAS-Alt performance levels shown in Table 4 are reported for each assessed content area based on scores obtained using the *Rubric for Scoring Portfolio Strands*.

Table 4
Performance Level Descriptors

Performance Level	Descriptor
Awareness	The student demonstrates *very little understanding* of learning standards in the Massachusetts curriculum frameworks in the content area (as indicated in the alternate assessment portfolio). The student requires extensive prompting and assistance, and performance is primarily inaccurate.
Emerging	The student demonstrates a *simple understanding of a limited number* of learning standards in the Massachusetts curriculum framework in the content area at *below grade-level expectations* (as indicated in the alternate assessment portfolio). The student requires frequent prompting and assistance, and performance is limited and inconsistent.
Progressing	The student demonstrates a *partial understanding of a limited number* of learning standards in the Massachusetts curriculum framework in the content area, and addresses these *below grade-level expectations* (as indicated in the alternate assessment portfolio). The student appears to be receiving challenging instruction and is steadily learning new skills, concepts, and content. The student requires minimal prompting and assistance, and the performance is fundamentally accurate.
Needs Improvement	The student demonstrates a *partial understanding* of subject matter in the Massachusetts curriculum framework in the content area and solves some simple problems *at grade-level expectations*. (Note: In order to earn a Competency Determination, students must achieve a score of *Needs Improvement* or higher on the grade 10 MCAS assessments in English Language Arts, Mathematics, and, beginning with the class of 2010, one high school Science and Technology/Engineering assessment.)
Proficient	The student demonstrates a *solid understanding* of challenging subject matter in the Massachusetts curriculum framework in this content area and solves a wide variety of problems *at grade-level expectations*.
Advanced	The student demonstrates a *comprehensive and in-depth understanding* of subject matter in the Massachusetts curriculum framework in this content area and provides sophisticated solutions to complex problems *at grade-level expectations*.
Incomplete	An assessment was not submitted, or insufficient evidence and information was included to allow a performance level to be determined in the content area.

Competency Determination Portfolios

While the majority of students who participate in MCAS-Alt achieve learning standards that are below the level of complexity of their grade-level peers, each year a small number of students who participate in the high school MCAS-Alt meet the state's minimum passing standard for high school graduation and earn a Competency Determination. Students who participate in the MCAS-Alt are eligible to earn a Competency Determination (CD) if they demonstrate in their portfolio a level of knowledge and skills comparable to that of a student who has passed the standard grade 10 MCAS tests in English Language Arts, Mathematics, and, beginning with the class of 2010, a high school test in Science and Technology/Engineering. Portfolios are evaluated by panels of content area experts to ensure that they meet the appropriate standard of performance in that subject. Specific requirements for submission of portfolios for the CD are described in the *Educator's Manual for MCAS-Alt*.

Alternate assessments guide educators to provide opportunities for students to learn the standards required to meet the state's graduation requirement. It is not anticipated, however, that the majority of students with significant cognitive disabilities working well below grade-level expectations will earn a CD. Students may elect, but are not required, to resubmit their portfolios either in English language arts, mathematics, and/or science and technology/engineering each year beyond grade 10 until they have achieved a performance level of *Needs Improvement*, or have exited publicly funded education. Table 5 shows the number of students who have earned a score of *Needs Improvement* or higher on their MCAS-Alt portfolios since 2001.

Table 5
Number of Students Who Participated in MCAS-Alt and Met the Competency Determination Requirement in Each Content Area

Content Area	Calendar Year									Total (2001-2009)
	2009	2008	2007	2006	2005	2004	2003	2002	2001	
ELA	8	4	10	5	13	3	11	8	8	70
Mathematics	10	14	10	12	10	6	15	1	3	81
Science and Technology/ Engineering	14	3	0							17

MCAS-Alt and AYP Determinations

The participation and performance of students who participate in alternate assessments are included in determinations of school and district Adequate Yearly Progress (AYP) results, using the indices shown in Tables 6 and 7. The No Child Left Behind (NCLB) law requires that all students, including students with disabilities, reach proficiency in English language arts and mathematics by 2014.

The Department calculates a Composite Performance Index (CPI) for each school and district based on the performance of students on both MCAS ELA and Mathematics assessments. Points are awarded to each school and district based on the results of students who took standard MCAS tests (as shown in Table 6) and those who took the MCAS-Alt (as shown in Table 7). The one-percent cap should not be considered a limitation on the number of students who may participate in the MCAS-Alt, but refers only to the method used by the Department to include the scores of these students in the CPI.[4]

[4] Since 2005, Massachusetts has been granted flexibility by the U.S. Department of Education to exceed the customary cap of one percent of certain students with disabilities in its count of students as "proficient" for the purpose of calculating AYP.

Table 6
Performance Index
for Students Taking
Standard MCAS Tests

Scaled Score and Performance Level	CPI Points Awarded
200–208 *Failing/Warning* – Low	0
210–218 *Failing/Warning* – High	25
220–228 *Needs Improvement* – Low	50
230–238 *Needs Improvement* – High	75
240–280 *Proficient/Advanced*	100

Table 7
Performance Index
for Students with Significant Cognitive Disabilities Taking MCAS-Alt

Performance Level	CPI Points Awarded
Portfolio not submitted	0
Incomplete	25
Awareness	50
Emerging	75
Progressing	100

Resources and Professional Development for Educators

The Department sponsors approximately thirty-five regional and local workshops annually to train educators responsible for conducting MCAS-Alt. In addition, technical assistance is available throughout the school year from the Department's Student Assessment Services office and from members of the MCAS-Alt Teacher Network who are available to assist their colleagues across the state.

Notices of training opportunities are sent by fax and email newsletters, and are posted at www.doe.mass.edu/mcas/alt/resources.html. Publications related to MCAS-Alt are available on the Department's website at www.doe.mass.edu/mcas/alt and are distributed at Department training sessions. Print copies may also be ordered.

Assistance for educators conducting MCAS-Alt is available by contacting the Department either by email at mcas@doe.mass.edu or by phone at 781-338-3625, or by contacting the MCAS Service Center at 800-737-5103.

APPENDIX A

2009 MCAS-Alt Performance Level Results in Each Grade and Content Area

Table 8
2009 MCAS-Alt Grade 3 English Language Arts and Mathematics

Performance Level Results				
Performance Level	**Content Area**			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	87	7.0	101	8.3
Awareness	12	1.0	16	1.3
Emerging	84	6.7	71	5.9
Progressing	1,065	85.3	1,024	84.5
Needs Improvement	0	0	0	0
Proficient	0	0	0	0
Above Proficient	0	0	0	0
Total Assessed on MCAS-Alt	1,248	100	1,212	100

***** Totals may not equal 100 percent due to rounding.

Table 9
2009 MCAS-Alt Grade 4 English Language Arts and Mathematics

Performance Level Results				
Performance Level	**Content Area**			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	51	4.0	132	10.2
Awareness	7	0.5	7	0.5
Emerging	150	11.7	72	5.5
Progressing	1,077	83.8	1,089	83.8
Needs Improvement	1	0.08	0	0
Proficient	0	0	0	0
Advanced	0	0	0	0
Total Assessed on MCAS-Alt	1,286	100	1,300	100

***** Totals may not equal 100 percent due to rounding.

Table 10
2009 MCAS-Alt Grade 5 English Language Arts, Mathematics, and Science and Technology/Engineering

Performance Level Results						
Performance Level	**Content Area**					
	English Language Arts		Mathematics		Science and Technology/ Engineering	
	Number	Percent*	Number	Percent*	Number	Percent*
Incomplete	91	7.1	97	7.5	78	6.8
Awareness	17	1.3	17	1.3	10	0.9
Emerging	82	6.4	65	5.0	106	9.2
Progressing	1,086	85.0	1,117	86.1	953	83.0
Needs Improvement	1	0.08	1	0.08	1	0.09
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Total Assessed on MCAS-Alt	1,277	100	1,297	100	1,148	100

***** Totals may not equal 100 percent due to rounding.

Table 11
2009 MCAS-Alt Grade 6 English Language Arts and Mathematics

Performance Level Results				
Performance Level	**Content Area**			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	73	6.2	78	6.2
Awareness	20	1.7	22	1.8
Emerging	75	6.4	57	4.5
Progressing	1,012	85.8	1,093	87.0
Needs Improvement	0	0	6	0.5
Proficient	0	0	0	0
Advanced	0	0	0	0
Total Assessed on MCAS-Alt	1,180	100	1,256	100

***** Totals may not equal 100 percent due to rounding.

Table 12
2009 MCAS-Alt Grade 7 English Language Arts and Mathematics

Performance Level Results				
Performance Level	**Content Area**			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Incomplete	58	4.7	110	8.5
Awareness	7	0.6	23	1.8
Emerging	171	14.0	64	5.0
Progressing	988	80.7	1,091	84.6
Needs Improvement	0	0	1	0.08
Proficient	0	0	0	0
Advanced	0	0	0	0
Total Assessed on MCAS-Alt	1,224	100	1,289	100

***** Totals may not equal 100 percent due to rounding.

Table 13
2009 MCAS-Alt Grade 8 English Language Arts, Mathematics, and Science and Technology/Engineering

Performance Level Results						
Performance Level	**Content Area**					
	English Language Arts		Mathematics		Science and Technology/ Engineering	
	Number	Percent*	Number	Percent*	Number	Percent*
Incomplete	74	6.9	94	8.1	58	5.6
Awareness	14	1.3	7	0.6	8	0.8
Emerging	75	7.0	71	6.1	120	11.6
Progressing	908	84.8	985	84.8	843	81.8
Needs Improvement	0	0	4	0.3	2	0.2
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Total Assessed on MCAS-Alt	1,071	100	1, 161	100	1,031	100

***** Totals may not equal 100 percent due to rounding.

Table 14
2009 MCAS-Alt Grade 10 English Language Arts and Mathematics, and High School Science and Technology/Engineering

Performance Level Results						
Performance Level	**Content Area**					
	Grade 10 English Language Arts		Grade 10 Mathematics		High School Science and Technology/ Engineering	
	Number	Percent*	Number	Percent*	Number	Percent*
Incomplete	53	6.3	90	10.7	87	10.1
Awareness	11	1.3	9	1.1	22	2.6
Emerging	125	15.0	143	17.1	131	15.2
Progressing	647	77.4	595	71.0	615	71.3
Needs Improvement	0	0	1	0.1	8	0.9
Proficient	0	0	0	0	0	0
Advanced	0	0	0	0	0	0
Total Assessed on MCAS-Alt	836	100	838	100	863	100

*** Totals may not equal 100 percent due to rounding.**

Table 15
2009 MCAS-Alt Grades 11-12 English Language Arts, Mathematics, and Science and Technology/Engineering**

Performance Level Results						
Performance Level	**Content Area**					
	English Language Arts		Mathematics		Science and Technology/ Engineering	
	Number	Percent*	Number	Percent*	Number	Percent*
Incomplete	4	5.5	10	12.5	9	10.2
Awareness	1	1.4	1	1.3	3	3.4
Emerging	10	13.7	17	21.3	9	10.2
Progressing	53	72.6	47	58.8	61	69.3
Needs Improvement	4	5.5	3	3.8	4	4.6
Proficient	1	1.4	2	2.5	2	2.3
Advanced	0	0	0	0	0	0
Total Assessed on MCAS-Alt	73	100	80	100	88	100

*** Totals may not equal 100 percent due to rounding.**

** Discretionary participation for students attempting to earn a Competency Determination. Students who passed the MCAS test in a subject *and* submitted a portfolio that passed were reported in the MCAS, rather than MCAS-Alt results.

APPENDIX B
2009 MCAS-Alt Participation by Grade and Content Area

Table 16
2009 MCAS-Alt Grade 3 English Language Arts and Mathematics

Participation Data				
Assessment Format	**Content Area**			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test	69,406	98.2	69,559	98.3
MCAS-Alt, based on grade-level achievement standards	26	0.04	26	0.04
MCAS-Alt, based on alternate achievement standards	1,216	1.7	1,179	1.7
MCAS-Alt, achievement standards not determined	6	0.01	7	0.01
Total Students Assessed	70,654	100	70,771	100

***** Totals may not equal 100 percent due to rounding.

Table 17
2009 MCAS-Alt Grade 4 English Language Arts and Mathematics

Participation Data				
Assessment Format	**Content Area**			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test	69,164	98.2	69,388	98.2
MCAS-Alt, based on grade-level achievement standards	33	0.05	30	0.04
MCAS-Alt, based on alternate achievement standards	1,242	1.8	1,267	1.8
MCAS-Alt, achievement standards not determined	11	0.02	3	0
Total Students Assessed	70,450	100	70,688	100

***** Totals may not equal 100 percent due to rounding.

Table 18
2009 MCAS-Alt Grade 5 English Language Arts, Mathematics, and Science and Technology/Engineering

Participation Data						
Assessment Format	**Content Area**					
	English Language Arts		Mathematics		Science and Tech/Eng	
	Number	Percent*	Number	Percent*	Number	Percent*
Standard MCAS test	70,362	98.2	70,476	98.2	70,518	98.4
MCAS-Alt, based on grade-level achievement standards	31	0.04	48	0.1	30	0.04
MCAS-Alt, based on alternate achievement standards	1,237	1.7	1,242	1.7	1,081	1.5
MCAS-Alt, achievement standards not determined	9	0.01	7	0.01	37	0.05
Total Students Assessed	71,639	100	71,773	100	71,666	100

***** Totals may not equal 100 percent due to rounding.

Table 19
2009 MCAS-Alt Grade 6 English Language Arts and Mathematics

Participation Data				
Assessment Format	**Content Area**			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test	69,799	98.3	69,814	98.2
MCAS-Alt, based on grade-level achievement standards	28	0.04	49	0.07
MCAS-Alt, based on alternate achievement standards	1,148	1.6	1,197	1.7
MCAS-Alt, achievement standards not determined	4	0.01	10	0.01
Total Students Assessed	70,979	100	71,070	100

*** Totals may not equal 100 percent due to rounding.**

Table 20
2009 MCAS-Alt Grade 7 English Language Arts and Mathematics

Participation Data				
Assessment Format	**Content Area**			
	English Language Arts		Mathematics	
	Number	Percent*	Number	Percent*
Standard MCAS test	70,456	98.3	70,669	98.2
MCAS-Alt, based on grade-level achievement standards	16	0.02	24	0.03
MCAS-Alt, based on alternate achievement standards	1,178	1.6	1,255	1.7
MCAS-Alt, achievement standards not determined	30	0.04	10	0.01
Total Students Assessed	71,680	100	71,958	100

*** Totals may not equal 100 percent due to rounding.**

Table 21
2009 MCAS-Alt Grade 8 English Language Arts, Mathematics, and Science and Technology/Engineering

Participation Data						
Assessment Format	**Content Area**					
	English Language Arts		Mathematics		Science and Tech/Eng	
	Number	Percent*	Number	Percent*	Number	Percent*
Standard MCAS test	72,085	98.5	72,029	98.4	71,967	98.6
MCAS-Alt, based on grade-level achievement standards	16	0.02	38	0.05	18	0.02
MCAS-Alt, based on alternate achievement standards	1,051	1.4	1,114	1.5	976	1.3
MCAS-Alt, achievement standards not determined	4	0.01	9	0.01	37	0.05
Total Students Assessed	73,156	100	73,190	100	72,998	100

***** Totals may not equal 100 percent due to rounding.

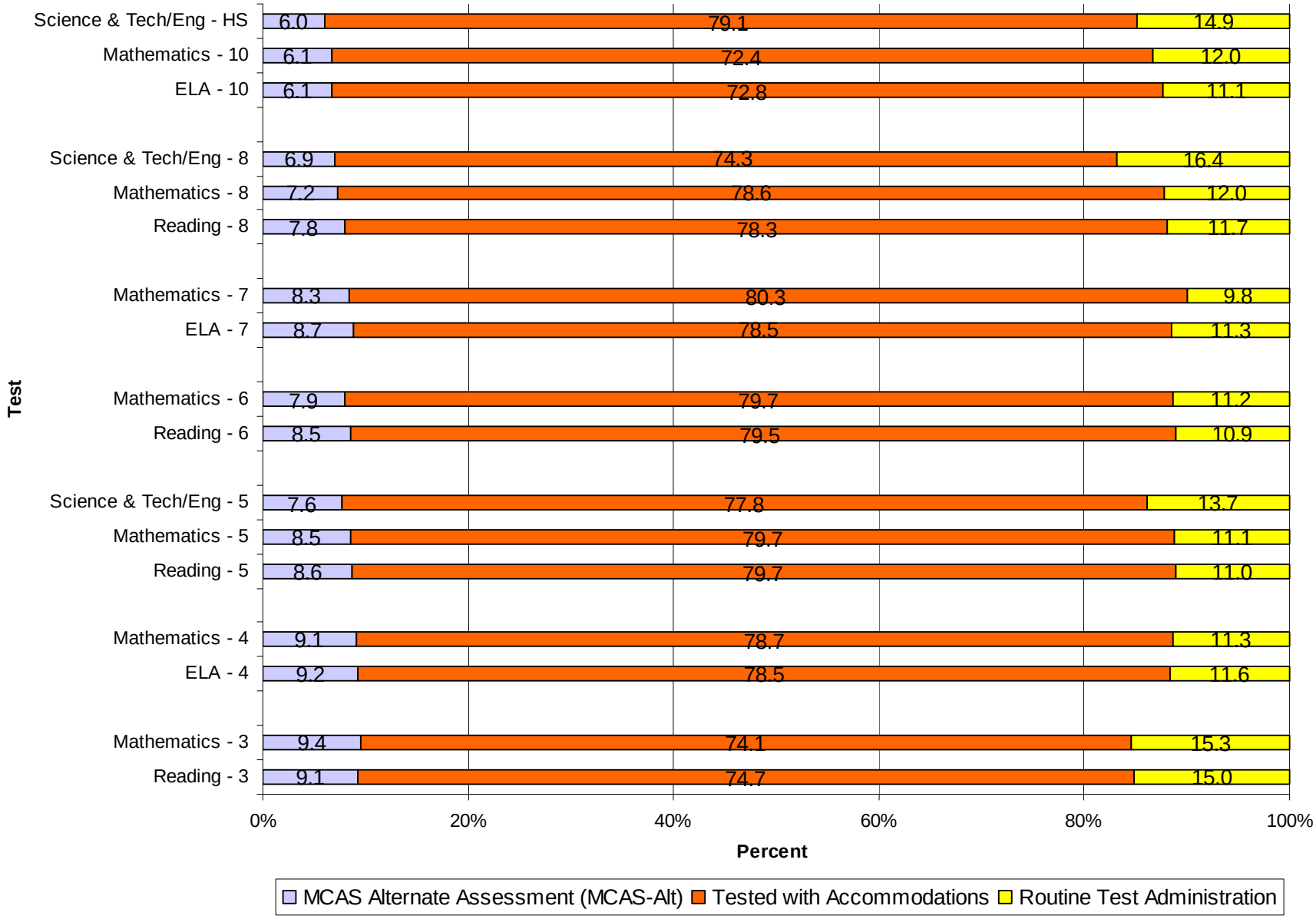
Table 22
2009 MCAS-Alt Grade 10 English Language Arts and Mathematics, and High School Science and Technology/Engineering

Participation Data						
Assessment Format	**Content Area**					
	English Language Arts		Mathematics		High School Science and Tech/Eng (Grades 9/10)	
	Number	Percent*	Number	Percent*	Number	Percent*
Standard MCAS test	69,587	98.8	69,392	98.8	75,245	98.9
MCAS-Alt, based on grade-level achievement standards	12	0.02	20	0.03	28	0.04
MCAS-Alt, based on alternate achievement standards	814	1.2	804	1.1	815	1.1
MCAS-Alt, achievement standards not determined	12	0.02	16	0.02	22	0.03
Total Students Assessed	70,425	100	70,232	100	76,110	100

***** Totals may not equal 100 percent due to rounding.

APPENDIX C

Spring 2009 MCAS: Rate and Method of Participation by Students with Disabilities



APPENDIX D
2009 MCAS-Alt Rubric for Scoring Portfolio Strands

	1	2	3	4	5
Level of Complexity	Portfolio reflects little or no basis on *Curriculum Frameworks* learning standards in this strand.	Student primarily addresses social, motor, and communication "access skills" during instruction based on *Curriculum Frameworks* learning standards in this strand.	Student addresses *Curriculum Frameworks* learning standards that have been modified below grade-level expectations in this strand.	Student addresses a narrow sample of *Curriculum Frameworks* learning standards (1 or 2) at grade-level expectations in this strand.	Student addresses a broad range of *Curriculum Frameworks* learning standards (3 or more) at grade-level expectations in this strand.

	M	1	2	3	4
Demonstration of Skills and Concepts	The portfolio strand contains insufficient information to determine a score.	Student's performance is primarily inaccurate and demonstrates minimal understanding in this strand (0-25% accurate).	Student's performance is limited and inconsistent with regard to accuracy and demonstrates limited understanding in this strand (26-50% accurate).	Student's performance is mostly accurate and demonstrates some understanding in this strand (51-75% accurate).	Student's performance is accurate and is of consistently high quality in this strand (76-100% accurate).
Independence	The portfolio strand contains insufficient information to determine a score.	Student requires extensive verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (0-25% independent).	Student requires frequent verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (26-50% independent).	Student requires some verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (51-75% independent).	Student requires minimal verbal, visual, and physical assistance to demonstrate skills and concepts in this strand (76-100% independent).
Self-Evaluation	Evidence of self-correction, task-monitoring, goal-setting, and reflection was not found in the student's portfolio in this content area.	Student infrequently self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in only one strand.	Student occasionally self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found in two strands.	Student frequently self-corrects, monitors, sets goals, and reflects in this content area — evidence of self-evaluation was found either in three strands; or, two or more examples were found in only one strand.	Student self-corrects, monitors, sets goals, and reflects all or most of the time in this content area — two or more examples of self-evaluation were found in each strand.
Generalized Performance		Student demonstrates knowledge and skills in one context, or uses one approach and/or method of response and participation in each strand.	Student demonstrates knowledge and skills in multiple contexts, or uses multiple approaches and/or methods of response and participation in only one strand.	Student demonstrates knowledge and skills in multiple contexts, or uses multiple approaches and/or methods of response and participation in two or more strands.	